

# **MICHAEL C. RILEY ELEMENTARY**

200 Burnt Church Rd.  
Bluffton, South Carolina 29910

**GRADES** PK-5 Elementary School

**ENROLLMENT** 605 Students

**PRINCIPAL** Joshua Parks 843-706-8300

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	53	4	0	0

#### **IMPROVEMENT RATING:**

**BELOW AVERAGE**

#### **ADEQUATE YEARLY PROGRESS:**

**YES**

This school met 25 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Good	Average	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Below Average	Yes

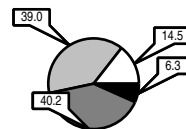
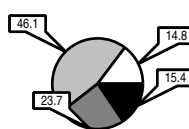
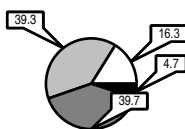
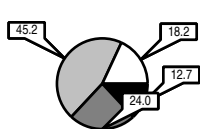
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

54.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	332	99.7	15.4	39.9	39.9	4.8	53.6	Yes	Yes
Gender									
Male	177	100.0	18.6	39.1	38.5	3.8	50.6		
Female	155	99.4	11.7	40.9	41.6	5.8	56.9		
Racial/Ethnic Group									
White	206	99.5	10.9	36.8	46.6	5.7	63.2	Yes	Yes
African-American	52	100.0	29.5	45.5	22.7	2.3	27.3	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	69	100.0	20.8	47.2	28.3	3.8	39.6	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	292	100.0	12.9	38.3	43.8	5.1	58.6		
Disabled	40	97.5	32.4	51.4	13.5	2.7	18.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	332	99.7	15.4	39.9	39.9	4.8	53.6		
English Proficiency									
Limited English Proficient	50	100.0	33.3	48.5	18.2	0.0	21.2	I/S	I/S
Non-Limited English Proficient	282	99.7	13.1	38.8	42.7	5.4	57.7		
Socio-Economic Status									
Subsidized meals	140	99.3	23.3	47.4	26.7	2.6	37.1	Yes	Yes
Full-pay meals	192	100.0	10.2	35.0	48.6	6.2	64.4		

Mathematics - State Performance Objective = 15.5%									
All Students	332	99.7	18.4	45.1	23.9	12.6	52.2	Yes	Yes
Gender									
Male	177	100.0	16.0	48.1	23.7	12.2	50.6		
Female	155	99.4	21.2	41.6	24.1	13.1	54.0		
Racial/Ethnic Group									
White	206	99.5	11.9	45.1	25.4	17.6	60.1	Yes	Yes
African-American	52	100.0	38.6	40.9	18.2	2.3	36.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	69	100.0	26.4	50.9	18.9	3.8	34.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	292	100.0	13.3	46.5	26.2	14.1	56.6		
Disabled	40	97.5	54.1	35.1	8.1	2.7	21.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	332	99.7	18.4	45.1	23.9	12.6	52.2		
English Proficiency									
Limited English Proficient	50	100.0	36.4	51.5	12.1	0.0	24.2	I/S	I/S
Non-Limited English Proficient	282	99.7	16.2	44.2	25.4	14.2	55.8		
Socio-Economic Status									
Subsidized meals	140	99.3	26.7	48.3	20.7	4.3	40.5	Yes	Yes
Full-pay meals	192	100.0	13.0	42.9	26.0	18.1	59.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**  
N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	108	98.1	17.0	38.3	42.6	2.1	44.7
	<b>Grade 4</b>	117	100.0	18.3	46.8	33.0	1.8	34.9
	<b>Grade 5</b>	112	100.0	18.2	65.7	16.2	N/A	16.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	126	100.0	11.1	35.0	47.0	6.8	53.8
	<b>Grade 4</b>	101	100.0	17.7	36.5	42.7	3.1	45.8
	<b>Grade 5</b>	106	99.1	19.4	53.1	24.5	3.1	27.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	108	100.0	19.1	50.0	22.3	8.5	30.9
	<b>Grade 4</b>	117	100.0	18.3	41.3	26.6	13.8	40.4
	<b>Grade 5</b>	112	100.0	25.3	41.4	30.3	3.0	33.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	126	100.0	20.5	54.7	19.7	5.1	24.8
	<b>Grade 4</b>	101	100.0	15.6	43.8	29.2	11.5	40.6
	<b>Grade 5</b>	106	99.1	20.4	34.7	24.5	20.4	44.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 605)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.7%	Down from 1.8%	2.5%	2.7%
Attendance rate	95.9%	Up from 95.3%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.2%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		2.9%	3.5%
Eligible for gifted and talented	26.2%	Up from 23.3%	21.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.8%	Down from 8.0%	7.8%	8.2%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	52.1%	Up from 44.0%	55.0%	51.4%
Continuing contract teachers	83.3%	Up from 78.0%	90.2%	87.5%
Highly qualified teachers**	93.3%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	4.9%		0.0%	0.0%
Teachers returning from previous year	81.8%	Up from 80.7%	88.6%	86.7%
Teacher attendance rate	93.0%	Down from 94.8%	95.1%	94.9%
Average teacher salary	\$41,933	Up 3.2%	\$41,933	\$40,760
Prof. development days/teacher	12.9 days	Down from 16.0 days	11.5 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	5.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 19.9 to 1	20.1 to 1	18.9 to 1
Prime instructional time	86.0%	Down from 86.6%	90.6%	90.0%
Dollars spent per pupil*	\$5,771	Up 1.3%	\$5,756	\$6,044
Percent of expenditures for teacher salaries*	70.7%	Up from 55.3%	66.2%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Michael C. Riley Elementary School's attendance area decreased in size with the opening of the Okatie Elementary in August 2003. We said good-bye to 120 students and five teachers who transferred to the new school. Good-byes are always difficult but we were thankful for the additional space that was created in our building. However, the school continues to be challenged by the growth in the Bluffton community.

The work of our teachers and staff is guided by our strategic plan for improvement. The plan, which focuses on providing standards-based instruction, making greater use of technology, encouraging parent involvement and maintaining a safe school environment is revised annually. By using an annual cycle of planning, action and reflection, the school is continually evaluating and revising our programs to better meet the needs of all students.

This year Michael C. Riley collaborated with the other schools in Bluffton to develop an Achievement Gap Plan. The purpose was to provide more instructional opportunities for students who are not achieving at proficient or advanced level on the Palmetto Achievement and Challenge Test. The school expanded our early morning extended day program to assist more students in the areas of mathematics, reading and English for Speakers of Other Languages. We have completed an initial evaluation of the Achievement Gap Plan and will use this information to guide future planning efforts.

The growth of our English for Speakers of Other Languages is challenging our school to provide differentiated instruction to limited English proficient students. In addition to regular ESOL services, we now have a Gateway Program in place to better address the needs of students who are new to the country and speak little or no English. We believe the Gateway Program will allow students to quickly develop the necessary skills in reading/language arts and be more successful when they move to a regular classroom.

Mrs. Barbara Streitenberger, art teacher, received her National Board Certification in 2003. Mrs. Streitenberger joins five other Michael C. Riley teachers who have earned National Board Certification.

Six Michael C. Riley staff members presented at the Writing Improvement Network Conference in October. "Building Bridges: Creating A Community of Writers" described the school's efforts to extend our writing program into the community. As a result of the school-wide emphasis on writing and community involvement many authentic student writings were published in local newspapers and magazines.

We are grateful for the commitment the Michael C. Riley staff and community are making to the children and the school. It is this spirit of community that truly makes our school a special place for children to grow and learn.

Joshua Parks, Principal

Sandy Guhl, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	43	89	80
<b>Percent satisfied with learning environment</b>	100.0%	91.0%	82.5%
<b>Percent satisfied with social and physical environment</b>	88.4%	83.9%	85.0%
<b>Percent satisfied with home-school relations</b>	88.4%	93.0%	73.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.